# Unit Plan Template

Click on any descriptive text, then type your own.

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| **Unit Author** | | | | | | | |
| First and Last Name | | | | | RuthE Tobey | | |
| School District | | | | | Essex | | |
| School Name | | | | | Essex Intermediate School | | |
| School City, State | | | | | Tappahannock | | |
| **Unit Overview** | | | | | | | |
| **Unit Title** | | | | | | | |
| The Watsons Go to Birmingham, 1963 | | | | | | | |
| **Unit Summary** | | | | | | | |
| Students will identify and analyze elements of fiction in the novel, The Watsons Go to Birmingham, 1963 | | | | | | | |
| **Subject Area** | | | | | | | |
| English | | | | | | | |
| **Grade Level** | | | | | | | |
| Eighth | | | | | | | |
| **Approximate Time Needed** | | | | | | | |
| 15 70 minute classes | | | | | | | |
| **Unit Foundation** | | | | | | | |
| **Habits of Learning Taxonomy** | | | | | | | |
| **Blooms-**  **Evaluation**: Make judgments about the value of ideas or materials  **Analysis**: Separates material or concepts into component parts so that its organizational structure may be  understood  Marzano-  Extension and refinement of knowledge-comparing, classifying, inductive reasoning….  Costa and Kallick’s 16 Habits  Applying past knowledge to new situations  Listening to others with understanding and empathy. | | | | | | | |
| **Targeted Content Standards and Benchmarks** | | | | | | | |
| 8.5 The student will read and analyze a variety of **narrative** and poetic forms.   1. Explain the use of symbols and **figurative language**. 2. \*\*\*\*\*\*\*Describe **inferred main ideas or themes**, using evidence from the text as support. 3. \*\*\*\*\*\*\*Describe how authors use **characters, conflict, point of view, and tone to create meaning**. 4. Compare and contrast authors’ styles. | | | | | | | |
| **Student Objectives/Learning Outcomes** | | | | | | |
| Analyze author’s use of characterization  Analyze author’s theme | | | | | | |
| **Curriculum-Framing Questions** | | | | | | |
|  | | **Essential Question** | | Can we learn about real life by reading fiction?  Can we learn about real life by reading historical fiction? | | |
|  | | **Unit Questions** | | What were race relations like in the 1960’s and how are race relations different today?  In what way is 1963 a significant year in the Civil Rights Movement?  What causes a person to change? | | |
|  | | **Content Questions** | | What is racial discrimination and how was it evident in USA during the 1960’s  What is historical fiction?  How does an author provide character traits?  How is a static character different from a dynamic character?  What is a theme?  What is an initiating event? | | |
| **Assessment Plan** | | | | | | |
| **Assessment Timeline** | | | | | | |
| |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | |  | |  | | | **Before project work begins** | | **Students work on projects and complete tasks** | | **After project work is completed** | | |  | |  | |  | | |  |  |  |  |  |  | | * untitled3 | * untitled3 | * untitled3 | * untitled3 | * untitled1 | * untitled1 | | | | | | | | |
| **Assessment Summary** | | | | | | |
| untitled4 | | | | | | |
| **Visual Ranking Elements** (Complete this section if this tool will be used in the unit) | | | | | | |
| **Visual Ranking Project Name** (For the *Visual Ranking* workspace) | | | | | | |
| At the beginning of the novel unit, a ranking of family values.  At the end of the novel unit, a ranking of racial issue factors. | | | | | | |
| **Project Description** (For the *Visual Ranking* workspace) | | | | | | |
| *VR_project_description* | | | | | | |
| **Prompt** (For the *Visual Ranking* workspace) | | | | | | |
| ScreenHunter_30 | | | | | | |
| **Sorting List** (For the *Visual Ranking* workspace) | | | | | | |
| untitled2 | | | | | | |
| **Practice Ranking** (For your future quick reference) | | | | | | |
| Teacher ID: | | | | | | Password: |
| Practice Team ID 1: | | | | | | Password: |
| Practice Team ID 2: | | | | | | Password: |
| **Seeing Reason Elements** (Complete this section if this tool will be used in the unit) | | | | | | |
| **Seeing Reason Project Name** (For the *Seeing Reason* workspace) | | | | | | |
| What events caused Byron to change, making him a dynamic character? | | | | | | |
| **Project Description** (For the *Seeing Reason* workspace) | | | | | | |
| Students will create a map for Byron and significant events which demonstrate character changes. Students will rank the importance of each event in demonstrating that Byron is a dynamic character | | | | | | |
| **Research Question** (For the *Seeing Reason* workspace) | | | | | | |
| How is Byron a dynamic character? What evidence from the novel supports this? | | | | | | |
| **Practice Map** (For your future quick reference) | | | | | | |
| Practice Team ID: | | | | | | Password: |
| untitled1 | | | | | | |
| **Showing Evidence Elements** (Complete this section if this toolwill be used in the unit) | | | | | | |
| **Showing Evidence Project Name** (For the *Showing Evidence* workspace) | | | | | | |
| What is the most important lesson to be learned from the novel? (Christopher Paul Curtis’ theme?) | | | | | | |
| **Project Description** (For the *Showing Evidence* workspace) | | | | | | |
| untitled4 | | | | | | |
| **Prompt** (For the *Showing Evidence* workspace) | | | | | | |
| untitled4 | | | | | | |
| **Practice Case** (For your future quick reference) | | | | | | |
| Practice Team ID: | | | | | | Password: |
| Reviewing Team ID: | | | | | | Password: |
| **Claims** | | | | | | |
| untitled4 | | | | | | |
| **Evidence** | | | | | | |
| untitled4 | | | | | | |
| **Unit Details** | | | | | | |
| **Prerequisite Skills** | | | | | | |
| prereq skill | | | | | | |
| **Instructional Procedures** | | | | | | |
| untitled5 | | | | | | |
| **Accommodations for Differentiated Instruction** | | | | | | |
|  | **Resource Student** | | untitled4 | | | |
|  | **Nonnative English Speaker** | | untitled5 | | | |
|  | **Gifted Student** | | Gift Stud | | | |
| **Materials and Resources Required For Unit** | | | | | | |

|  |  |
| --- | --- |
| **Printed Materials** | untitled2 |
| **Supplies** | untitled1 |
| **Technology -Hardware** | untitled1 |
| **Technology -Software** | untitled1 |
| **Internet Resources** | untitled1 |
| **Other Resources** | untitled2 |

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